

Social & Emotional Learning Curriculum

Kindergarten - Grade 2

Goal 1: Develop self-awareness and self-management skills to achieve school and life success.				
Learning Standard	Overall Benchmark	Kindergarten Benchmark	Grade 1 Benchmark	Grade 2 Benchmark
A. Identify and manage one's emotions and behavior.	1A.1a. Recognize and accurately label emotions and how they are linked to behavior.	1A.1a.K Recognize and label the 5 basic emotions of happy, sad, afraid/scared, surprised, and angry/mad. 1A.1a.K Recognize nonverbal gestures/responses associated with feelings such as crying when sad, making fists when mad.	1A.1a.1 Recognize and label the 5 basic emotions of happy, sad, afraid/scared, surprised, and angry/mad in oneself. 1A.1a.1 Recognize and label a variety of emotions. 1A.1a.1 Begin to recognize that emotions affect one's behavior and affect others.	1A.1a.2 Recognize and accurately label a variety of emotions. 1A.1a.2 Recognize that emotions are directly linked to behavior and affect others.
	1A.1b. Demonstrate control of impulsive behavior.	1A.1b.K With prompting and support, recognize strong feelings and identify ways to calm oneself. 1A.1b.K With prompting and support, explore different strategies to manage feelings and behavior.	1A.1b.1 With prompting and support, recognize strong feelings and identify ways to calm oneself. 1A.1b.1 With prompting and support, explore different strategies to manage feelings and behavior.	1A.1b.2 Recognize strong feelings and demonstrate ways to calm oneself. 1A.1b.2 Explore different strategies to manage feelings and behavior. 1A.1b.2 Demonstrate control of impulsive behavior.
B. Recognize personal qualities and external supports.	1B.1a. Identify one's likes and dislikes, needs and wants, strengths and challenges.	1B.1a.K Identify one's likes and dislikes and needs and wants. 1B.1a.K Define what a strength is.	1B.1a.1 Identify one's likes and dislikes and needs and wants. 1B.1a.1 Define what a challenge is.	1B.1a.2 Identify one's likes and dislikes and needs and wants. 1B.1a.2 Identify one's strengths and challenges.
	1B.1b. Identify family, peer, school, and community strengths.	1B.1b.K Identify who is in one's family, who is a peer, who works at school, and who are community helpers.	1B.1b.1 Identify positive family qualities, positive peer qualities, positive school qualities, and positive community qualities.	1B.1b.2 Recognize and identify family, peer, school, and community strengths.
C. Demonstrate skills related to achieving personal and academic goals.	1C.1a. Describe why school is important in helping students achieve personal goals.	1C.1a.K Define what a goal is. 1C.1a.K Identify why school is important.	1C.1a.1 Identify a goal. 1C.1a.1 Describe why it is important to set and reach goals.	1C.1a.2 Describe why school is important in reaching goals.
	1C.1b. Identify goals for academic success and classroom behavior.	1C.1b.K Identify behaviors that make one successful in school.	1C.1b.1 Identify an academic goal and a classroom behavior goal.	1C.1b.2 Identify an academic and a classroom behavior goal for school success.

Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.				
Learning Standard	Overall Benchmark	Kindergarten Benchmark	Grade 1 Benchmark	Grade 2 Benchmark
A: Recognize the feelings and perspectives of others.	2A.1a. Recognize that others may experience situations differently from oneself.	2A.1a.K Identify one's feelings in response to a situation. 2A.1a.K Identify others' feelings in response to a situation.	2A.1a.1 Recognize that others may feel differently from you about the same situation.	2A.1a.2 Recognize that others may experience situations differently from oneself.
	2A.1b. Use listening skills to identify the feelings and perspectives of others.	2A.1b.K Identify listening skills. 2A.1b.K Use listening skills to hear how others are feeling.	2A.1b.1 Use listening skills to identify the feelings of others. 2A.1b.1 Use listening skills to identify the opinions of others.	2A.1b.2 Use listening skills to identify the feelings of others. 2A.1b.2 Use listening skills to identify the perspectives of others.
B: Recognize individual and group similarities and differences.	2B.1a. Describe the ways that people are similar and different.	2B.1a.K Describe the ways that people are the same. 2B.1a.K Describe the ways that people are different.	2B.1a.1 Describe the ways that people are similar. 2B.1a.1 Describe the ways that people are different.	2B.1a.2 Describe the ways that people are similar. 2B.1a.2 Describe the ways that people are different.
	2B.1b. Describe positive qualities in others.	2B.1b.K Identify positive qualities in oneself.	2B.1b.1 Identify positive qualities in peers.	2B.1b.2 Describe positive qualities in others.
C: Use communication and social skills to interact effectively with others.	2C.1a. Identify ways to work and play well with others.	2C.1a.K Identify appropriate ways to seek and respond to group entry. 2C.1a.K Identify ways to take turns and share toys/other resources with classmates. 2C.1a.K Identify ways to be helpful toward others.	2C.1a.1 Identify appropriate ways to seek and respond to group entry. 2C.1a.1 Identify ways to be helpful toward others. 2C.1a.1 Identify ways to work well with others.	2C.1a.2 Identify ways to work well and play well with others.
	2C.1b. Demonstrate appropriate social and classroom behavior.	2C.1b.K Identify examples of appropriate social behaviors. 2C.1b.K Identify and demonstrate appropriate classroom behaviors.	2C.1b.1 With support, demonstrate appropriate social and classroom behavior.	2C.1b.2 Demonstrate appropriate social and classroom behavior.
D. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	2D.1a. Identify problems and conflicts commonly experienced by peers.	2D.1a.K Identify when something is a problem.	2D.1a.1 Identify common problems.	2D.1a.2 Identify problems and conflicts commonly experienced by peers.
	2D.1b. Identify approaches to resolving conflicts constructively.	2D.1b.K With support, identify approaches to resolving conflicts constructively.	2D.1b.1 With support, identify approaches to resolving conflicts constructively.	2D.1b.2 Identify approaches to resolving conflicts constructively.

Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.				
Learning Standard	Overall Benchmark	Kindergarten Benchmark	Grade 1 Benchmark	Grade 2 Benchmark
A: Consider ethical, safety, and societal factors in making decisions.	3A.1a. Explain why unprovoked acts that hurt others are wrong.	3A.1a.K Identify kind and unkind words and actions. 3A.1a.K With support, describe how unkind words and actions make others feel.	3A.1a.1 With support, describe how unkind words and actions make others feel.	3A.1a.2 Explain how behaviors/comments that hurt others are wrong.
	3A.1b. Identify social norms and safety considerations that guide behavior.	3A.1b.K With support, identify school safety rules. 3A.1b.K With support, identify one's feelings when in safe and unsafe situations.	3A.1b.1 Identify school safety rules. 3A.1b.1 With support, identify social norms that guide behavior. 3A.1b.1 Identify one's feelings when in safe and unsafe situations.	3A1b.2 Identify school safety rules. 3A.1b.2 Identify social norms that guide behavior. 3A.1b.2 Identify safety considerations that guide behavior.
B: Apply decision-making skills to deal responsibly with daily academic and social situations.	3B.1a. Identify a range of decisions that students make at school.	3B.1a.K Identify positive choices at school. 3B.1a.K Identify negative choices at school.	3B.1a.1 Identify positive choices at school. 3B.1a.1 Identify negative choices at school.	3B.1a.2 Identify a range of decisions that students make at school.
	3B.1b. Make positive choices when interacting with classmates.	3B.1b.K With support, make positive choices when interacting with classmates.	3B.1b.1 With support, make positive choices when interacting with classmates.	3B.1b.2 Make positive choices when interacting with classmates.
C. Contribute to the well-being of one's school and community.	3C.1a. Identify and perform roles that contribute to one's classroom.	3C.1a.K Identify roles in the classroom. 3C.1a.K Perform roles that contribute positively to one's classroom.	3C.1a.1 Identify roles in the classroom. 3C.1a.1 Perform roles that contribute positively to one's classroom.	3C.1a.2 Identify roles that contribute to one's classroom. 3C.1a.2 Perform roles that contribute positively to one's classroom.
	3C.1b. Identify and perform roles that contribute to one's family.	3C.1b.K Identify roles in the family. 3C.1b.K Identify ways to contribute positively to one's family.	3C.1b.1 Identify roles in the family. 3C.1b.1 Identify ways to contribute positively to one's family.	3C.1b.2 Identify roles that contribute to one's family. 3C.1b.2 Perform roles that contribute positively to one's family.